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Work experience education enables the high school student to be employed under school supervision while continuing his education in school. The report points out the success and the benefits of such a program to the student, the employer and the community. The evaluation is based on the school year 1960-61, 4900 students and 43 high schools in the Los Angeles school system participated.

Student benefits were: a reduction of the "no experience" problem; receipt of general education while learning to work with others; the practical application of learned skills; and the earning of spending money.

Data from the Employment Service showed that 6,124 job orders were referred to high school employment offices with 404 firms offering jobs. 177 students were interviewed in the office while 164 students were referred directly to employers; 68 were placed in jobs in the 1960-61 school year.

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WORK EXPERIENCE EDUCATION

Work Experience Education enables the high school student to experience employment under school supervision while continuing his education in school. The pupil who enrolls for this elective course, Work Experience Education, works on a part-time basis in a regular job for which he may earn pay and school credit. Most students who take this course divide their time between school and work. They attend school four or five hours each day and work on the job three or four hours daily. Some school districts offer classes in Work Experience Education after normal school hours. The subject mark for Work Experience Education is assigned on the quality of job performance reported by the employer and a certificated school Work Experience Coordinator.

Work Experience Education is one important part of vocational guidance and good industry-education relations. When the program is coordinated properly it can be of great value to the student, the school, the employer, and the community.

In What Ways Do the Students Benefit?

1. Aids to solving the "no experience" problem.
2. Develops their general education as they practice initiative, responsibility and working with others. In addition, they make use of all skills (mathematics, language, etc.) learned in school.
3. Makes their classroom training more meaningful because they have the opportunity to apply it.
4. Allows them to earn spending money, or assist in the family budgets.

Advantages for the School

1. Utilizes community resources for training purposes and thus makes it possible for the school to provide training in fields it could not otherwise serve.
2. Increases the school's ability to hold students in school for a longer period of time.
3. Enables the school to keep abreast with developments in the business and industrial world.
4. Acquaints employers with the work that young people trained in the schools can perform.

How Does the Employer Benefit?

1. Employers get screened trainees instead of "off the street" applicants.
2. Employers have trained people available for peak periods.
3. The student trainees, working as part of their school program, take their jobs more seriously; in many cases, they outperform full-time employees.
4. The trainees are available during after-school hours, on Saturdays, evenings or afternoons from 1:00 p.m.
5. Employers have a good source of full-time employees as many trainees remain in employ after graduation.

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How Does the Community Benefit?

1. The community takes part in training its youth.
2. Because Work Experience trainees and graduates are preferred as employees, the caliber of the labor market in the area is superior.
3. Increases cooperation between the community and the school.

Types of Work Experience Education

The public schools of California have accepted as a major responsibility the providing of assistance to youth in solving the many problems related to choosing and preparing for a career. In many high schools of the state a part of this responsibility has been met through programs of Work Experience Education. The California State Legislature authorizes the course and the State Board of Education has set up standards for the following three types of Work Experience:

Exploratory Work Experience Education. Exploratory work experience education is essentially a guidance program. In a program of this type, a student, on school time, spends specified hours at a variety of jobs either within the school or at business, professional, or industrial establishments, for the purpose of ascertaining his suitability for the occupation he is thus exploring. During this time, he is given an opportunity both to observe and to participate in a variety of activities. It is not intended that the student should do productive work. The student receives no pay but may earn school credit. Close supervision is provided by the school to insure that students are not exploited and do not replace paid employees. Exploratory work experience education is limited to two semesters in the high school and to one semester in the junior college.

General Work Experience Education. The controlling purpose of general work experience education is to give teenage boys or girls maturing experiences through supervised part-time employment that will help them to become productive and responsible individuals. The part-time work done by the student need not be related to the occupational goal of the student. It may be performed either in the school or in public or private establishments outside the school, and all or part of the work may be done during school hours. Pay is received for this work if it is performed outside of the school. Pay may or may not be received for jobs performed within the school, depending upon district policy. The student receives school credit for general work experience education.

Vocational Work Experience Education. In vocational work experience education programs, the employment of a student is specifically within the occupation for which his courses in school are preparing him, the employment thus serving the function of a practical laboratory for reinforcing the in-school occupational education. Students in vocational work experience education receive both pay and school credit for their work.

Research Findings

Studies made about Work Experience Education programs indicatethe following trends:

1. In general, the program tends to encourage better school attendance.

2. The program tends to keep students interested in school by showing them, practically, how important their class work is.

3. The students who were discipline problems frequently adapt themselves in class because they can see meaning to what they are learning.

4. The program helps to keep the staff in contact with the community. As a result teachers are kept informed about changes needed in the curriculum to prepare young people for the working world.

5. The work experience education trainee can be a fine resource person in the classroom. In most cases he will be gathering a great deal of information from his work experience and he usually has a firsthand knowledge of labor laws, unions, business trends and methods, etc.

6. Work experience is valuable experience. A large proportion of the individuals who had been in the program at the time of high school graduation felt that the experience they had gained as a result of participation in the program was of value to them after graduation.

7. The program improves chances of post-high school employment. A much smaller proportion of work experience graduates was unemployed when surveyed following graduation than was true of a sample of all high school graduates.

Further Information on Work Experience Education

Various school districts in Los Angeles County operate successful Work Experience programs. Among these are Burbank Unified, Compton Union High, Los Angeles City, Pasadena City, South Bay Union High, and Whittier Union High districts. These districts have publications about their programs. Also, an excellent Handbook on Work Experience Education is available from the California State Department of Education.

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Work Experience Section
Los Angeles City Schools

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Calif. Mulligan

REPORT ON WORK EXPERIENCE EDUCATION

SCHOOL YEAR 1960-61

LOS ANGELES CITY SCHOOLS
DIVISION OF SECONDARY EDUCATION
WORK EXPERIENCE SECTION

LOS ANGELES CITY SCHOOLS
DIVISION OF SECONDARY EDUCATION
WORK EXPERIENCE SECTION

REPORT ON WORK EXPERIENCE EDUCATION

SCHOOL YEAR 1960-61

During the past school year (1960-61) an effort was made to obtain information giving a more complete picture of the entire Work Experience Education program of the Los Angeles City Schools. Some new forms were introduced for use in the high school Work Experience offices, and the high school coordinators were asked to submit activity reports on either a monthly or semester's basis. The clerical staff in the Work Experience Section office tabulated these reports and also recorded much information furnished by the eight Area Work Experience Coordinators. The files in the Section office were the source of considerable up-to-date data about Work Experience students, their jobs, and their employers.

The average number of jobs in which students were enrolled, and thus were followed up by Area Coordinators' contacts with employers, was 2,717 ratings per school quarter. This was a little reduction from the previous school year, most likely caused by the widely publicized economic recession. The actual number of individual students who received practical vocational guidance from Work Experience Education this year far exceeds the average enrollment. Only about 20% of this year's Work Experience students were enrolled for both semesters, so approximately 4,900 students worked on the program during at least one semester. Several reasons for this enrollment turnover between semesters are: (1) nearly 1/3 of the first semester enrollees were A12's who graduated; (2) required courses allow many students to devote only one semester to the elective Work Experience; (3) the economic situation made numerous jobs less stable this year.

These students worked for 3,370 different employers in over 500 different job classifications. Observing the two extremes of employer activity, the largest employer, Pacific Telephone Company, hired 221 students; 2,788 of the employers hired only one student, while many other employers ranged from 2 to 73 students per company.

An attempt is made to maintain high standards for jobs in which school credit is recommended. During the second quarter 2,840 rating scales from 44 high schools were received. Of these jobs, 2,542 were recommended for credit. 1,701 of these jobs were held by boys and 841 by girls. In the fourth quarter, 2,743 ratings were made with 2,419 creditable. Work Experience credit in this quarter was recommended for 1,675 boys and 744 girls. Reasons such as insufficient time on the job, places of employment not meeting specified standards, and unsatisfactory work caused the 622 credit refusals during the year.

The following summaries and charts present in more detail the activities of the Work Experience Education program.

LOCAL HIGH SCHOOL EMPLOYMENT OFFICE ACTIVITY

In September 1960, a memo, approved by the Assistant Superintendent, Senior High Schools, was sent by the Work Experience Section Office to all high schools asking local Work Experience Coordinators to keep records and report needed information to the Section office. The information requested was:

1. The number of student job orders received from employers or from other sources.

2. The number of students applying for jobs.

3. The number of students referred to employers for interview.

4. The number of students actually placed in jobs.

Complete and regular reports were received from 26 high schools, sporadic and incomplete reports were received from 15 high schools, no reports came from 3 high schools.

The following chart shows some of the services given to students by local high school Work Experience offices. In addition, most of these offices assist in providing vocational guidance for the students and handle duties of issuing work permits.

	Full School Year Regular Reports From 26 Schools	Sporadic Reports From 15 Schools	Actual Totals Reported	Probable Statistics If All 44 Schools Have Same Average As The 26 Full-Reporting Schools
STUDENT JOB ORDERS RECEIVED	4,148	1,305	5,453	7,020
STUDENTS APPLYING FOR JOBS	8,801	3,577	12,378	14,898
STUDENTS REFERRED TO EMPLOYERS FOR INTERVIEW	4,998	1,145	6,143	8,458
STUDENTS PLACED ON JOBS	3,181	673	3,854	5,383

AREA WORK EXPERIENCE COORDINATORS' SERVICES

The school district is divided, for the purpose of Work Experience coordination, into eight geographical areas with an average of six senior high schools in each area. A full time Area Work Experience Coordinator is assigned to each of these as a liaison between the schools and the employers in the business and industrial community. The employer of every Work Experience student is visited at least twice during each semester by the Area Work Experience Coordinator. At these times, consultations are held about the student's work and written reports are filled out by both employer and coordinator evaluating the student's progress. These reports are sent back to the local high schools for recording in permanent records.

As shown in the following list, the Area Coordinators perform many additional duties, perhaps the largest of which is location of additional jobs for more students. These men are also experts in vocational counseling and good public relations men for the school system.

1960-61 AREA WORK EXPERIENCE COORDINATORS' ACTIVITIES

1.	Student-worker evaluations (rating scales) serviced by Area Coordinators. (This averages 2,717 ratings serviced per quarter).	10,869 ratings
2.	Firms contacted by Area Coordinators in seeking new jobs for students.	2,678 firms
3.	Employment orders taken by Area Coordinators.	1,182 job orders
4.	Students advised individually.	1,345 students
5.	Personal placement of students (special cases) on jobs by Area Coordinators.	144 students
6.	Special visits, by school request, to homes or employers about employment in special adjustment cases.	315 visits
7.	Visits by official request to employers about regulations regarding employment of minors.	298 visits
8.	Area Coordinators' appearances, by invitation, before classes in session.	104 classes
9.	School, Community, Service Clubs, etc., meetings in which Area Coordinators, by invitation, contributed to the program.	225 meetings

GRADE LEVELS AND AGES OF WORK EXPERIENCE STUDENTS

The California Administrative Code Title V, Education, specifies that Work Experience students must be either 16 years of age or in the 11th Grade, except that 15 year-olds may be enrolled when thought advisable by the school administration in individual cases. For the last several years there has been a continuing tendency for more and more Work Experience students to be in the A12 Grade.

Grade Level	1st Semester	2nd Semester
A12	28.0%	43.0%
B12	33.0%	19.0%
A11	13.0%	17.0%
B11	12.0%	8.0%
A10	4.5%	5.0%
B10	4.0%	2.0%
A9, B9	0.5%	0.5%
Continuation	5.0%	5.5%

Age	1st Semester	2nd Semester
15	4.0%	4.0%
16	30.0%	31.0%
17	55.0%	53.0%
18	10.5%	11.0%
19 and over	0.5%	1,0%

PAY RATES OF WORK EXPERIENCE STUDENTS

Wages of Work Experience students meet requirements of Federal and State Laws in regard to minimum wages. There is much misunderstanding on the part of many students and some employers about wage requirements. Contrary to general opinion, there are still some jobs in which less than the $1.00 per hour minimum wage is legal. Very naturally, most Work Experience students, without much experience, are going to receive minimum wages. However, it is surprising to some people to see the higher wages earned by part of the Work Experience students.

Wage Levels per hour	1st Semester	2nd Semester
Less than $1.00	1.70%	2.00%
$1.00	31.30%	34.00%
$1.01 to $1.25	30.00%	30.00%
$1.26 to $1.50	24.00%	23.00%
$1.51 to $1.75	7.00%	6.00%
$1.76 to $2.00	3.00%	3.00%
$2.01 to $2.25	0.70%	0.45%
$2.26 to $2.50	0.40%	0.25%
$2.51 to $2.75	0.25%	0.05%
$2.76 to $3.00	0.15%	0.20%
$3.01+	0.20%	0.05%
Other than cash	1.30%	1.00%

WAGES PAID TO WORK EXPERIENCE STUDENTS DURING THE SCHOOL YEAR TOTALED OVER $2,000,000.

MAJOR OCCUPATIONAL GROUPINGS FOR WORK EXPERIENCE STUDENTS

Using classifications similar to those used in the Dictionary of Occupational Titles, the Work Experience students have been grouped by the types of work performed. Naturally, because of age and lack of experience and training, most students fall in categories not requiring so much special preparation. It is encouraging, however, to note the diversity of the jobs on the Work Experience Education program. Students are actually working in jobs with over 500 different titles by D.O.T. standards.

Group	1st Semester Male	1st Semester Female	2nd Semester Male	2nd Semester Female
PROFESSIONAL-TECHNICAL	1.5%	2.7%	1.8%	3.2%
MANAGERIAL-OFFICIAL	0.2%	0.1%	0.3%	0.1%
CLERICAL	13.6%	52.4%	14.5%	56.5%
SALES	4.8%	20.8%	3.4%	14.6%
SERVICE (not domestics)	28.1%	9.8%	27.5%	12.1%
DOMESTICS	0.0%	5.8%	0.2%	7.1%
FARM-AGRICULTURAL	2.4%	0.0%	3.0%	0.5%
SKILLED WORKERS	3.4%	0.2%	3.8%	0.2%
SEMI-SKILLED WORKERS	29.2%	4.7%	28.7%	3.2%
UNSKILLED WORKERS	16.7%	3.5%	16.8%	2.5%
Total	100.0%	100.0%	100.0%	100.0%

The above chart has shown us that in the entire Los Angeles Work Experience program the great majority of employed girls are working in clerical and sales occupations while most boys work in semi-skilled and service occupations. There are some interesting differences in the types of jobs performed by both boys and girls in the various areas of this huge school district. For example, over 8% of the boys in the North Valley area are working in agriculture, while these jobs are almost non-existent elsewhere. The number of girls from valley high schools who are working as domestics is surprisingly high when compared to this occupational group in other areas. There are no girls from the central area working as domestics even though the socio-economic groups living in this area are usually stereotyped as the people who will do this type of work. There is undoubtedly ethnic group pressure preventing the central area girls from accepting this kind of work, and, of course, the valley girls take these jobs because that is the area in which most of these jobs are readily available.

EMPLOYERS OF WORK EXPERIENCE STUDENTS

As we briefly mentioned in the introduction to this report, 3,370 employers hired Work Experience students from Los Angeles City High Schools during the 1960-61 school year. To make this figure more meaningful, we have divided these employers into six groups: (1) those hiring over 50 students; (2) those hiring 25 to 49 students, (3) those hiring 10 to 24 students, (4) those hiring 5 to 9 students, (5) those hiring 2 to 4 students, and (6) those hiring only one student. Names of employers are listed for the first three groups, and only the number of employers in the last three groups. These 3,370 employers provided approximately 5,400 positions of employment for about 4,900 individuals who were at some time on the Work Experience program during the school year. Some students worked for two or more employers during the school year. Most students terminated in one position were able to get another job in a short time.

GROUP I - over 50 Student Workers

1. Pacific Telephone Company (221 students)
2. Von's-Shopping Bag Grocery Company (73 students)
3. Safeway Stores, Inc. (63 students)

GROUP II - 25 to 49 Student Workers

1. Sears Roebuck and Company (48 students)
2. Prudential Insurance Company of America (44 students)
3. Ralph's Grocery Company (38 students)
4. Newberry, J.J. Company (37 students)
5. Woolworth, F.W. Company (36 students)
6. Food Giant Markets (29 students)

GROUP III - 10 to 24 Student Workers

1. Curries Mile-Hi Ice Cream Company
2. Dale's Food Marts, Inc.
3. Foster's Old Fashion Freeze Stores
4. Fox Markets, Inc.
5. Grant, W.T. Company
6. Hughes' Markets
7. Kress, S.H. and Company
8. Leed's Shoe Stores
9. Los Angeles County Civil Service
10. Los Angeles Examiner
11. Los Angeles Herald-Express
12. Los Angeles Times
13. May Company
14. Ontra Cafeterias
15. Penney, J.C. Company, Inc.
16. Piggly Wiggly California Company
17. Security First National Bank
18. Shoppers Market
19. Thrifty Drug Stores Co., Inc.
20. Thriftimart Inc.
21. Western Union Telegraph Company

GROUP IV - 5 to 9 Student Workers

54 Employers

GROUP V - 2 to 4 Student Workers

498 Employers

GROUP VI - Only 1 Student Worker

2,788 Employers

TERMINATIONS OF EMPLOYMENT

In order to help students in getting and holding jobs, and to improve service to employers, a record is kept on why students are terminated from their jobs. Most of this information is received from employers at the time the Area Work Experience Coordinators call on employers for conferences and ratings on the working students. These termination reasons apply only to students terminating employment sometime during a semester and not at the end of a semester when so many students cease enrollment in Work Experience because of returning to full time classroom courses or because of high school graduation. It should be remembered that almost all students terminating from one job during a semester are able to be placed in another job very soon so that school credit is not lost. Often the loss of one job can provide a very favorable learning situation on the requirements necessary to hold the next job.

Reason for Job Termination	Number of Students 1st Semester	Number of Students 2nd Semester
TOOK ANOTHER JOB	32	41
STUDENT QUIT. NO REASON GIVEN	52	75
LAID OFF BY EMPLOYER DISSATISFIED WITH WORK	53	45
LAID OFF BY EMPLOYER BECAUSE OF BUSINESS CONDITIONS	80	64
REPLACED BY FULL TIME WORKER	5	9
SCHOOL RELATED REASONS	7	6
Totals	229	240

CENTRAL EMPLOYMENT SERVICE ACTIVITIES (IN WORK EXPERIENCE SECTION OFFICE)

The Los Angeles City Schools have operated a Central Employment Service for students since the early 1920's. For many years the placement of students in jobs was the prime objective of this office. The development of the Work Experience Education program as an elective course in the general high school curriculum has altered the picture in regard to the placement activity. Also, the tremendous movement of population into the suburbs has reduced the usefulness of the Central Employment Service. However, the Central Employment Service is still of vital importance in the overall Work Experience Program. It is necessary to maintain this continuous direct contact with employers in order to have a supply of jobs available for students enrolling in Work Experience Education.

The Central Employment Service is now largely a "clearing house" for receiving job orders from employers and referring them on to any needed number of the local high school employment offices in 46 high schools. During the summer months, when school employment offices are closed, some students come directly to the central office. Special cases are frequently referred by the school coordinator or Area Work Experience Coordinator to the Central Employment Service for interview and referral to employers.

ACTIVITIES OF THE CENTRAL EMPLOYMENT SERVICE IN THE 1960-61 SCHOOL YEAR

1.	Students interviewed in the office	177 students
2.	Students referred directly to employers	164 students
3.	Students positively placed in jobs	68 students
4.	Job orders taken (actual available jobs)	2,587 job orders
5.	Firms offering jobs	404 firms
*6.	Job orders referred to high school employment offices	6,124 job orders referred

*Many of the job orders were referred to several high schools, thus making the number of job orders referred to the high schools considerably larger than the number of job orders taken. (Item 4).